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ABSTRACT

This unit, designed for grades 9-12, introduces students to the growing economic relationship between the United States and Mexico. The unit focuses on the nine so-called "twin cities" along the U.S.-Mexican border, where the impact of the two economies on one another is most visible. The three lessons included in the unit introduce important notions about international trade and political economy. The exercises and activities suggested in the lessons are structured to encourage the use of critical thinking skills. The unit also includes teacher background information, student handouts, a bibliography of recommended resources, and a curriculum evaluation form. (DB)

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U.S.-MEXICO:

ECONOMIC INTERDEPENDENCE

A Precollegiate Curriculum Unit
Grades Nine through Twelve

Developed for the Latin America Project / SPICE
Stanford University
1986

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INTRODUCTION AND RATIONALE

The global flow of people and goods, of technology, money, and information is not a new phenomenon but one which, in fact, preceded the establishment of national boundaries. In the last half of the twentieth century, however, that movement has accelerated and its volume increased to a point unprecedented in history. The inevitable result is that the economies of many countries have become interrelated; change in one country's policies immediately affects the others. A case in point is the relationship existing between the United States and Mexico. The two countries are more than neighbors living side-by-side; their economies are inextricably intertwined and are rapidly becoming interdependent.

If asked, most students would acknowledge a vague awareness of the fact that the two economies are linked in some way. Certainly, media discussion of Mexico's huge foreign debt, of migration, or even of aid in the wake of the 1985 earthquake has provided students with some background to this complex relationship. Few, however, realize that the interaction of the two economies directly impacts their lives as well as the nation as a whole.

U.S. - Mexico: Economic Interdependence acquaints students with some aspects of the relationship by focusing on the so-called "twin cities" along the border, where the impact of the two economies on one another is most visible, understandable, and dramatic.

The economic issues involved in the relationship between the two countries too often elicit responses based on emotion rather than on substantive information. This unit addresses the problem by providing factual information and multiple perspectives for student analysis and evaluation.

The lessons included in this unit introduce key notions about international trade and political economy. The concepts that are addressed will acquaint students with the knowledge, skills, and attitudes that are necessary for understanding and discussing the complex relations between the United States and Mexico. Because of its strong emphasis on Economics, this unit is a useful tool for describing important concepts in this area of study, with the added advantage of situating them within a real and contemporary context. Further, the exercises and activities suggested in the lessons are structured so as to encourage the use of critical thinking skills such as the analysis of a problem from multiple perspectives, and questioning skills.

TEACHER BACKGROUND

The global flow of people, information, technology, goods, and finance is an established fact of the twentieth century. The growing interdependence of the economies of the United States and Mexico is a direct result of that movement. It is also a case which has special importance for our students, because it affects their everyday lives. We interact daily in our schools, stores, and restaurants with Mexican immigrants attracted to the U.S. labor market. They not only contribute to the national economy, but they bring with them elements of their culture -- language, music, food, customs -- which create demands for new products and add variety to our lives. How many teenagers in this country know nothing of tortilla chips or of the meaning of the word macho?

Some students have vacationed in Mexico, taking advantage of its proximity and a favorable dollar/peso exchange rate. In our homes, we use products with familiar brand names such as Johnson & Johnson, Fisher-Price, Sears, Mattel, AMF, and RCA, which have been assembled in Mexico. Parents may work for one of these companies or with others, such as General Motors, General Electric, or Ford, all of which import product components from our neighbor. Many of the fresh fruits and vegetables on our tables during the winter have come from Mexico. We import coffee, oil, gas, petroleum products, electrical machinery and equipment, and even office-machine parts from that country.

The economic relationship touching our lives every day has a tremendous impact at regional and national levels as well. California alone registers more than $1 billion in trade with Mexico every six months, with exports exceeding imports. Mexico, in fact, is this country's third largest trading partner after Canada and Japan. A decline in trade can have serious repercussions. Mexico's 1982 financial crisis led to a 39 percent decrease in exports to that country, an amount equivalent to one quarter of the 1983 U.S. trade deficit! The U.S. Department of Commerce calculates that every billion dollars lost in trade means that 25,000 jobs disappear or are not created. The two countries are sufficiently interdependent economically that crisis in one country is immediately reflected in the other.

Mexican economists are concerned, however, because economic integration is taking place asymmetrically, that is, on an unequal basis. Mexico, a less industrialized country, is far more dependent upon the United States for markets and goods than is the United States on Mexico. In 1983, more than two-thirds of Mexico's import and export business was with the United States; yet only six percent of the U.S. total was with Mexico. Under the circumstances, many economists suggest that the term "inter-

dependence" may be misleading, and that it would be more appropriate to describe this relationship in terms of dependence.

To a certain extent, it is asymmetry which keeps trade and exchange flowing between the two countries. Mexico and the United States trade for goods and services which either cannot be produced -- or produced in sufficient quantity -- in one country, or which can be produced more cheaply and efficiently in the other country. This basic fact leads each country to specialize in the production of certain export goods. Mexico, for instance, exports oil and fruits to the United States, while the U.S. exports grain and computer technology to Mexico. Specialization, however, can also take place in the production of one item if the two countries cooperate in the process. Shared production takes advantage of each country's available resources. Here the U.S. contributes capital and technology while Mexico contributes abundant labor and low wages.

The two countries' involvement in shared production is most commonly associated with the Border Industrialization Program, a cooperative effort initiated in 1965. According to B.I.P. regulations, unfinished products or product components --from delicate lingerie to heavy machinery-- are shipped into Mexico for assembly in U.S.-built plants called maquiladoras. (The word means "grist mill," referring to the idea that goods are "ground out.") Mexico charges no import duties; in general, the products are not sold in that country. When assembled, the goods are shipped back to the United States, this time subject only to a tax based on the value added by Mexican labor. Savings in production costs (technology, equipment, wages) can be dramatic. To illustrate, look at the comparative hourly cost of production of one electronic item in 1981: (from Christian Science Monitor, December, 1981.)

Location	Production Cost
Mexico	$ 3.00
El Paso, Texas	$10.00
Santa Clara, California	$30.00

What factor accounts for this huge differential? The answer, of course, is that Mexican workers are paid only a fraction of the amount earned by workers in the United States. Before the 1982 devaluation, maquiladora workers earned about $1.15 an hour. After the devaluation, their wages dropped in terms of dollars to $.64 an hour. (Compare this to the U.S. minimum wage of $3.35 at the time.) Moreover, the work week in Mexico is longer; six days and 48 hours. Finally, some research suggests that Mexican workers are more productive. Certainly, firms in the United States and in a growing number of European and Asian countries believe these findings. In late 1985, there were 590 maquiladoras doing business with U.S. firms; the total number of plants was considerably greater. The Mexican assembly plants are clustered along the border in nine Mexican cities, each of which has

a "twin" on the U.S. side of the border. The local economies of the twin cities are interdependent. As the dramatic reading in Lesson Three indicates, a crisis such as the 1982 peso devaluation caused alarm and confusion in border cities in both countries.

Forces within government and business favor the expansion of the assembly plant in Mexico. From one U.S. point of view, when production costs remain low, profit margins can be maintained without having to raise the prices of products. The positioning of the maquiladoras along the border also suits U.S. business. Executives and managers can continue to live in this country by simply crossing the border to go to the plant.

Mexico also receives some benefits from shared production. With an unofficial unemployment rate hovering between 40 and 50 percent, the maquiladoras' operation has an impact on the Mexican economy. Tens of thousands of jobs are created, and more than $2 billion a year are pumped into the country, an amount equal to the revenues from tourism.

Nevertheless, the B.I.P. has critics on both sides of the border. Labor unions in the United States call the assembly plants "runaway plants," because many such factories in the United States have closed only to re-open in Mexico or other Third World countries. Union members feel that each job created in Mexico means a job lost in the United States. When unemployment runs high in this country, so does resentment. Union leaders also argue that the industrialization of the border region acts as a magnet, attracting people from all over Mexico. Few men, however, find work in the maquiladoras. Many, unions argue, cross the border as undocumented workers and compete with U.S. citizens for jobs in this country.

Most of the criticism of the B.I.P., however, comes from the Mexican side of the border. Economists point to the fact that companies in the United States determine where a plant will be built, what product it will assemble, and how many people will be employed. The plants, the critics argue, thus increase Mexico's dependence upon the United States. In addition, productive resources are concentrated along the border and do little to enhance the development of other areas in Mexico. Finally, while assembly plants do provide thousands of jobs, most of those hired are young women with an average age of 19. Men are generally found only in plants assembling heavy machinery. The women are the preferred labor force for two main reasons. First, they are considered to be more manually dextrous, a requirement particularly in electronics assembly or clothing production. Second, women tend to constitute a more docile labor force. Attempts to unionize workers are discouraged; strikes are almost unheard of in the maquiladoras.

Regardless of criticism, neither country is likely to call for an end to shared production. The Mexican government is attempting to expand the system to the country's interior. Each

year, Mexico welcomes a growing number of assembly plants from Asian and European countries. The maquiladora has truly become one of the hallmarks of international business, for better or for worse.

For your convenience, a list of supplementary materials and readings can be found at the end of this curriculum unit. For those wishing to investigate international trade issues further with students, we suggest the following SPICE units:

* The Global Product: Internationalization of the Auto Industry, (The Japan Project)
* Introduction to International Trade: Focus on Japan and the United States, (The Japan Project)
* International Trade and Protectionism, (The China Project)

LESSON ONE: Categories of Trade: The U.S.-Mexico Case

Objectives:

Students will --

- o identify broad categories of exchange and give specific examples for each
- o identify categories of exchange involved in the U.S.-Mexico case
- o understand the concept of economic interdependence as being a tightly-knit relationship between two countries in which each is affected economically by the actions of the other

Introduction:

In this lesson, students are going to examine broad categories of exchange. They will use that information as a base from which to begin studying the economic relationship existing between the United States and Mexico. After a short pre-test, students will work in small groups.

Materials:

- Handout #1: Impact Questionnaire
- Butcher paper

Procedure:

1. Pass out Handout #1, the Impact Questionnaire. Allow students about ten minutes to complete the items. Make certain that each student writes his or her name on the paper. Tell students that the class will not discuss the questionnaire at this time; you want only to find out how much they already know about this very complex issue. The questionnaires will be saved until the unit is completed, at which time the students will take the test again and compare their responses with their first impressions.

2. Explain that the class will now try to identify the broad categories of exchange that occur between countries. Students may choose to reach back in history for examples. After a few specific examples, urge the students to define broad categories. Write the following on the chalkboard:

Information | Technology | Finance | Goods | People

3. Divide the class into small groups of five or six and give each a large piece of butcher paper. Have each group choose a recorder to write the categories on the paper. Ask the students to list specific examples under each heading, confining their suggestions to modern times. You can expect to find some of the following on their lists:

Information:	TV, radio, newspapers, magazines, books, films, expertise
Technology:	appliances, computers, cars, buses, machinery of various types, medicines
Goods:	food, clothing, furniture, oil (or fuels in general), fertilizer
People:	tourists, teachers, students, transportation workers, immigrants, undocumented workers, entertainers
Finance:	cash, stocks, bonds, savings, investment, aid
Culture:	language, customs, beliefs, music, food, dance, arts

4. Have the groups reconvene as a class to compile a master list which can be placed on a bulletin board for future reference. You can expect lively discussion as the master list is written up; many of the suggested examples will fit into more than one category. A television, for example, could be included in the technology, information, and goods categories. Discussion is valuable, for it increases the students' awareness of the extraordinary complexity of exchange.

5. Have the students determine which of the items on the master list would apply to the exchange between the United States and Mexico. In fact, most <u>will</u> apply. To illustrate, you might have students go through newspapers and magazines to discover examples of some type of trade or exchange between Mexico and the U.S. Students should take care to examine not only the news sections but also travel, sports, entertainment, and financial sections. An entertainer from Mexico, for example, can pump money into both countries' economies. People in this country pay dollars to see the entertainer's show. Some of this money remains in the U.S. to pay for production crews, advertising, and the theater or concert hall. The rest of the money may go back to Mexico as part of the entertainer's fee.

6. Have the class discuss the implications of the exchange between the United States and Mexico. Using the information provided in the Teacher Background section, you should be able to guide students toward reaching the following conclusions:

- the exchange between the two countries is voluminous, although Mexico depends much more on the

U.S. for its imports and exports.

- o thousands of jobs in both countries depend upon this exchange
- o the two countries are becoming economically interdependent, although the relationship is asymmetrical due to the different technological level of each country.
- o shared production has many advantages even though criticisms from both sides of the border have been directed against the Program for failing to solve some problems and creating others.

LESSON TWO: Twin Cities Working Together: A Case Study

Objectives:

Students will --

- identify twin cities along the U.S.- Mexican border
- understand that twin cities are economically interdependent and share human, environmental, technological, and capital resources
- identify viewpoints, arguments and conclusions in position papers
- examine position papers for facts, opinions, assumptions, cliches and biases
- form their own opinions about the U.S.- Mexico economic relationship based upon factual information

Materials:

Handout #2:	U.S.- Mexico Border Map
Handout #3:	Analyzing Position Papers
Handouts #4A-4G:	Position papers

Introduction:

In this lesson, students examine the economic relationship which exists between the "twin cities" along the U.S.-Mexico border. Special attention will be paid to the cities of El Paso, Texas and Ciudad Juárez, Chihuahua, as well as to the maquiladoras, which are an important factor in economic integration. The Teacher Background provides additional information.

Procedures:

1. Have students work in pairs to identify the twin cities along the border marked with black dots on Handout #2: U.S.- Mexico Border Map. Students should be able to list the states in both countries in which the cities are located. Students will identify:

San Diego, California	-	Tijuana, Baja California Norte
Caléxico, California	-	Mexicali, Baja California Norte
Nogales, Arizona	-	Nogales, Sonora
Douglas, Arizona	-	Agua Prieta, Sonora
El Paso, Texas	-	Ciudad Juárez, Chihuahua
Eagle Pass, Texas	-	Piedras Negras, Coahuila
Laredo, Texas	-	Nuevo Laredo, Nuevo León
McAllen, Texas	-	Reynosa, Tamaulipas
Brownsville, Texas	-	Matamoros, Tamaulipas

2. Tell the students you are going to focus on the border area, because economic integration is well advanced in that region. Use the information provided in the Teacher Background section to explain the operation of the Border Industrialization Program and the function of the maquiladoras. Be certain to write the following terminology on the chalkboard:

absolute advantage	"maquiladora"
off-shore production	shared production
in-bond plant	runaway plant

Your discussion of these terms should help students understand that economic integration in this region began long before the establishment of the maquiladoras. For decades, people have been crossing the border every day to work, to make purchases or to obtain services. The economic relationship has intensified, however, with the B.I.P. Because productive resources are uneven, each country's economy has become specialized according to the absolute advantages apparent to that economy. For example, the Mexican cities have an absolute advantage in labor resources; Mexican workers receive less pay, work longer hours, and are generally more productive than their counterparts in the United States. The border cities in the U.S. have capital, management expertise and access to markets which the Mexican cities do not have. The cities of both nations cooperate, therefore, to share in the production of some product.

3. List some of the kinds of products assembled in the maquiladoras:

running shoes	golf clubs	automobile parts
VCRs	jeans	cassette decks
underwear	T-shirts	dolls
luggage	doll clothes	pull toys
electric fans	sweatsuits	golf bags
air conditioners	stereos	makeup kits
purses	televisions	

Ask students how many of these products could be found in their own homes. Students may want to examine the labels on such products, either at home or in toy and sporting goods stores. Mention some of the brand names noted in the Teacher Background section to start the class off. After examining a variety of labels, students will find that assembly plants are located in many countries.

4. Have the students refer to the master list compiled during Lesson One. Ask them how many categories of exchange are involved in the process of shared production. Use the following example of the manufacture and assembly of a television to help students realize that all categories are pertinent:

Finance is involved through capital investment and wages.
Information is provided during training programs at the assembly plants.
Technology is utilized in the equipment designed to assemble the televisions.
People are hired to assemble the sets and run the plant.
Goods, of course, are produced as the final product, the television set.
Culture, is interchanged in the areas of language, beliefs, customs, music, dance, food, entertainment, and the arts

5. Since the border maquiladora is such an important factor in the production of goods we use every day, and since the assembly plant is tied closely to the U.S. economy, it is appropriate to examine the maquiladora in more detail. Use the specific information provided in the Teacher Background section, adapting this information to your students' level.

6. Divide the class into small groups and distribute copies of the position papers to each. Members of each group should read the papers together and answer the questions. Students should be able to identify each paper's argument, viewpoint, and conclusion. Instruct students to look for evidence of bias in each paper. On the basis of these papers and your discussion, ask the students to compile a list of the positive and negative effects of the maquiladoras. (The correct answers to the questions on the position papers are provided in "Suggested Responses" immediately following the position papers in the Handout section.)

7. Reconvene the class as a whole to discuss the position papers and to determine students' perceptions of the arguments for and against the maquiladora operation. A list should include the following:

Argument:	Mexico	U.S.
Ex: New factories are built in Mexico	+	
Maquiladoras are isolated from Mexican economy		
Workforce grows in Mexico		
Men remain unemployed since workers are women.		
Mexico earns foreign exchange		
Oftentimes wages are used to buy U.S. goods		
Production costs are low and profits higher		
"Runaway" plants leave workers without jobs		
Mexico's unemployed migrate to border		
Unemployed cross border as undocumented workers		
Goods assembled outside U.S. avoid customs duties		
Wages are higher than other places in Mexico		
Flow of goods and services is increased		
Prices of U.S. consumer goods are reduced		
Since the devaluation of the peso, wages buy less		
Employees work long hours for low pay		

KEY:

+ advantage

- disadvantage

* not clearly either

8. Have students examine the list carefully. Which country benefits the most from the operation of the maquiladoras? Which country's consumers appears to benefit the most from off-shore production? Is shared production with Mexico carried out on an equitable basis? Who determines which goods will be assembled? In each case, students should be prepared to defend their answers.

9. With more advanced or motivated students, the following topic may be introduced for additional discussion or research:

> Economists in the United States have characterized the economic relationship between Mexico and the United States as one of interdependence. This term, however, implies an equality which does not exist. In fact, the operation of the maquiladora clearly demonstrates that the economic relationship between the U.S. and Mexico is one of dependence, that of Mexico on the U.S. (Agree or disagree.)

LESSON THREE: Interdependence and Devaluation: A Case Study

Objectives:

Students will --

- o understand the rationale for peso devaluation
- o examine the impact of the 1982 devaluation on border residents

Materials:

- Handout #5: Confusion on the Border
- Handout #6: Crisis Impact Grid

Introduction:
In this lesson, students will either participate in or analyze a dramatic reading concerning the August 1982 peso devaluation and its enormous impact on both the United States and Mexico. Once again, we focus on the border region.

Procedure:

1. Write the following terms on the board and discuss them with the class:

o Artículos Ganchos (ar-TEE-koo-los GAN-chos): The Mexican government purchased and sold U.S. consumer goods in Mexico to prevent Mexican consumers from spending their pesos in the United States. Gancho means hook; the goods were intended to "hook" pesos and keep them in Mexico.

o Black Market: Illegal purchases and sales forbidden by a government.

o Certificates of Deposit: A high interest-bearing savings account in a Mexican bank intending to attract Mexican and foreign investment.

o Currency: A country's coins and bills.

o Dollar Economy: Economic transactions take place using dollars rather than some other nation's currency.

o Devaluation: A government lowers the value of its currency in relation to the currencies of other countries in order to increase foreign spending in its economy.

o Inflation: Prices rise, and the purchasing power of each unit of currency decreases.

o Nationalization: A government takes ownership of a company, bank, or industry, causing it to become public rather than private.

o Public Foreign Debt: The amount borrowed by a government from banks and institutions outside the country. The term principal refers to the actual amount borrowed. The term interest refers to the additional amount of money the bank charges for the loan.

o Speculation: Purchase of goods or currency in anticipation of a price increase. Either can be sold at a profit.

2. Assign roles to nine class members:
-Narrator
-U.S. Spokesperson
-Mexico's Spokesperson
-Jaime Ochoa, Merchant from Texas
-Ron Jones, Consumer from Texas
-Arnoldo Navarro, Texas Banker and Investor
-Eduardo Herrera, Foreign Exchange Bank Representative from Texas
-Antonio Gómez, Cab Driver and Consumer from Mexico
-José Estrada López, Business Leader from Mexico

3. Divide the rest of the class into two groups representing Mexico and the United States. Have students move their desks so that the two groups face one another. Distribute copies of Handout #6.

4. As students read the script, the rest of the class should take notes on the grid. Point out that on both sides of the border there were positive and negative results. Those students designated as representing the United States should concentrate on that viewpoint while the others should focus on the Mexican opinions.

5. After the actors have completed the reading and students have filled in the grid, ask the class to discuss both the positive and negative impact of devaluation on both sides of the border. To guide this discussion, you might wish to ask the following questions:

o What was the impact of devaluation on consumers on both sides of the border? Whose situation was improved? worsened? Explain.

o What measures did the Mexican government take to prevent hoarding?

- What kind of investment benefitted from the devaluation? Did any investments not benefit? Why?

- Mexico's speaker said "You depend on us." What did he mean?

- How can a government's economic policies affect different groups in that country and in others as well?

6. Give students copies of Handout #1, the Impact Questionnaire. Allow them about five minutes to complete the test. Distribute the questionnaires the class completed when they first began this unit. Students should compare their most recent responses with their first responses. Have their impressions changed? How and why?

HANDOUTS

IMPACT QUESTIONNAIRE

Directions: Listed below are ten statements of fact about the economic relationship between Mexico and the U.S. In each case, you should decide whether the fact has little (-) or great (+) impact upon your life, on the U.S., and on Mexico.

1. In September 1985, Mexico owed foreign banks more than $96 billion.

   Impact on me
   Impact on Mexico
   Impact on the U.S.

2. Assembly plant workers in Mexico work longer hours, are more productive, and earn far less than their counterparts in the U.S.

   Impact on me
   Impact on Mexico
   Impact on the U.S.

3. After the 1982 peso crisis, U.S. exports to Mexico dropped by 39%.

   Impact on me
   Impact on Mexico
   Impact on the U.S.

4. As the value of the peso drops against the dollar (November 1985; 500:1), more Mexicans bring their money to the U.S. to invest.

   Impact on me
   Impact on Mexico
   Impact on the U.S.

5. Many U.S., Asian, and European firms have located assembly plants in Mexico.

   Impact on me
   Impact on Mexico
   Impact on the U.S.

6. Mexico is the U.S.'s third largest trading partner after Canada and Japan.

   Impact on me
   Impact on Mexico
   Impact on the U.S.

7. Mexico exports fruits and vegetables to the U.S.

   Impact on me
   Impact on Mexico
   Impact on the U.S.

8. California exports more to Mexico that it imports from Mexico.

   Impact on me
   Impact on Mexico
   Impact on the U.S.

9. California exports electronic parts, machinery, engines, and transportation equipment to Mexico.

   Impact on me
   Impact on Mexico
   Impact on the U.S.

10. Undocumented workers from Mexico, who most commonly work for less than minimum wage, help keep down the price of many goods in the U.S.

    Impact on me
    Impact on Mexico
    Impact on the U.S.

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DISCUSSION

1. Which of the above facts had or has the greatest impact on you as an individual? _____ Why?

2. Which of the above facts had or has the greatest impact on Mexico? _____ Why?

3. Which of the above facts had or has the greatest impact on the U.S.? _____ Why?

Compare your answers with those of your classmates. Which of the statements does the class feel are most important?

Handout 2: MAP OF TWIN CITIES ON THE U.S.-MEXICO BORDER

HANDOUT 3

ACTIVITY: ANALYZING POSITION PAPERS

Your group is going to receive a set of position papers to read and analyze.

- Have each member in your group read a paper to the rest of the group.
- Decide who might have written each paper.
- As a group, write down the arguments for or against the growth of maquiladoras in Ciudad Juárez.
- What course of action would the person writing each paper recommend to the City Council of either El Paso or Ciudad Juárez?
- What course of action would you recommend? Be prepared to defend your answer in class discussion.

Each position paper was written by one of the following individuals. Match each writer to his or her paper.

Licenciado José Navarro, Mayor of Ciudad Juárez, Mexico

Gerry Jackson, Mayor of El Paso, Texas

Elena Rubio, worker in a clothing assembly plant

John McIntosh, U.S. manufacturer

Miguel Alvarez, university professor in Mexico

Mitchell Johnson, economist and U.S. university professor

Ramón Martínez Smith, union representive

POSITION PAPER

Maquiladora is only one name for the type of "off-shore" foreign assembly plants (also called "twin" plants or "runaway" plants) that the Mexican government began to allow in 1965. The "BIP", Border Industrial Program, was begun as a solution to high levels of unemployment in the northern border states of Mexico. In 1982, 130,000 workers were employed in 600 assembly plants located throughout Mexico. Tijuana and Ciudad Juarez are the two main cities where plants that assemble clothing, toys, electronic items, and automotive parts are located. When large corporations invest in wages and buildings, Mexico's economy gains as much in foreign earnings as it does from the tourist industry.

In 1966, the United States Congress also passed laws which allowed goods assembled abroad to be shipped back to the United States without customs duties. That is, the value of the whole item was not taxed but only the "value-added" by the labor outside of the U.S. (Canada, Taiwan, Singapore, Haiti, and other countries beside Mexico are part of the process.) Some of the U.S. firms which assemble goods in Mexico are Fisher-Price toys, Mattel toys, R.C.A. video equipment, and A.M.F. Sporting Goods. Asian firms such as Sony, Matsushita, and others have built plants in Mexico too.

This type of shared production takes advantage of those parts of the production process which are most efficient and economical in each of the two countries; in this case, labor-intensive activities in Mexico and capital (money, technology, and equipment) from the U.S. Since 1982, when dollars began to

purchase more and more pesos, production costs have been even lower. Every year there are many more people employed in the maquiladoras.

_____

Who do you think would have this viewpoint? _____

Occupation _____ Nationality _____

Summarize the arguments this person makes:

1. _____

2. _____

3. _____

What is the major conclusion? _____

_____

POSITION PAPER

In Mexico, I am able to earn quite a bit from my investment of money and technical equipment (capital resources), because production costs are lower and productivity is higher than in tne United States. What is produced at $3.00 a unit in Mexico (Labor, management, buildings = production costs) in Mexico costs $10.00 a unit if produced in Texas and $30.00 if produced in California. Assembly industry in Ciudad Juarez, for example, earns twice the income return than if I invested in any other industry or region of Mexico. Another advantage is that when tne products return to the U.S., the item is not taxed in customs; only the "value-added" by labor in Mexico is taxed. In other words, without high customs duties (taxes on imports), prices are lower for consumers when the product is sold in the United States.

This type of investment is good for Mexico, too, since the contributions that assembly plants make to the national economy have risen higher than earnings from tourism in recent years. Wages in assembly plants are higher than in other types of jobs and many people are employed. Every year, more firms are building plants in Mexico to take advantage of cheap labor. It's good for both countries.

Who do you think would have this viewpoint? _____

Occupation _____ Nationality _____

(over)

Summarize the arguments this person makes:

1. _____

2. _____

3. _____

What is the major conclusion? _____

_____

POSITION PAPER

We're strongly in favor of industry coming to our city, so the city government and business leaders are working together to advertise our "Texas-style" business climate, as well as the other advantages of our community. There is a good educational system, a major university, and many cultural activities. The international crossing from Mexico has been improved and super-highways have expanded.

City bond issues have been passed to finance new buildings and roads. A Foreign Trade Zone, where taxes and tariffs are low or don't exist, has been established to encourage consumers and industry to spend and invest. We've taken out advertisements in large metropolitan newspapers all over the U.S. to invite industrial leaders to consider locating their corporations in our city, which is so close to Mexico. The nearby assembly plants can be located in our sister city across the international border.

Who do you think would have this viewpoint? _____

Occupation _____ Nationality _____

Summarize the arguments this person makes:

1. _____

2. _____

3. _____

What is the major conclusion? _____

_____

POSITION PAPER

I am eighteen years old, and I work in a clothing maquiladora. I went to high school and don't want to work as a maid. I'm lucky, because the maquiladora where I work is newly painted and has a workers' cafeteria and even athletic fields. Others are not so lucky, because some assembly plants disappear overnight and leave the workers unpaid.

From Monday through Saturday, I work forty-eight hours a week. We work at sewing machines from 6:30 A.M. until 3:30 P.M. I used to make the equivalent of $1.65 an hour in pesos, but after August, 1982 my wages were equal to less than $1.00 an hour. Since the prices in stores are always going up, I can only buy half of what I used to.

I live with my aunts and my mother in a small house in a neighborhood where the unemployed men make noise day and night. Half of what I make goes to my mother. I'm saving the rest to buy a television.

My sister is married and she also works in the maquiladoras. She is happy to have a job, but her husband is not so happy. He can't find work anywhere and the maquiladoras only hire women.

Who do you think would have this viewpoint? _____

Occupation _____ Nationality _____

Summarize the arguments this person makes:

1. _____

2. _____

3. _____

What is the major conclusion? _____

_____

POSITION PAPER

The economic policies of the Border Industrial Program hurt, not help, Mexico's economy. Since two-thirds of all imports and exports are carried out with the United States, Mexico does not need to expand those industries that increase its dependence upon markets in the U.S., where all of these manufactured goods are sold.

I oppose additional assembly plants in Mexico for several reasons. These plants are isolated from the Mexican economy, since they produce goods only sold outside Mexico. Few Mexican materials are actually used in production; the parts and machines come from other countries. Few unemployed men are hired. Young women get the jobs, because they are more docile. These workers are receiving lower wages on a daily basis -- as low as $.57 an hour after the 1982 devaluation of the peso. What little these people make is often spent on consumer goods from the U.S., so the money leaves the country again.

With foreign ownership and management, the industry increases Mexico's economic dependence on the U.S. instead of improving the flow of goods, services, and income within the Mexican economy.

Who do you think would have this viewpoint? _____

Occupation _____ Nationality _____

(over)

Summarize the arguments this person makes:

1. _____

2. _____

3. _____

What is the major conclusion? _____

_____

POSITION PAPER

We are pleased to be a twin sister city of El Paso. Juarez is the fifth largest city in Mexico with a population of close to one million people. In 1956, when the Bracero or guest farmworker program ended in the United States, there was high unemployment along the border. Now with 130 or more maquiladoras, or assembly plants, 42,200 Juarez residents are employed. "Maquila" means grist mill, and that is just what the assembly plants do. Just like a grist mill grinds the wheat for the farmer into flour, the maquiladoras assemble goods for manufacturers. Parts are brought into Mexico freely, thanks to government policies which encourage the spread of what is called "in bond" industry.

Wages for assembly workers here are higher than in other parts of Mexico and in other industries. There has always been high migration from the central region of Mexico, yet we hope that the jobs provided in Juarez will limit some of the out-migration.

My city government is pleased to be part of a "twin city" with many "twin plants" located here. Every day, the advantage in the cost of labor improves, since the dollar buys more pesos each day and wages drop. The devaluation of the peso has only improved the comparative advantage in production my city has over the United States.

Who do you think would have this viewpoint? _____

(over)

Occupation _____ Nationality _____

Summarize the arguments this person makes:

1. _____

2. _____

3. _____

What is the major conclusion? _____

_____

POSITION PAPER

I call these plants "runaway" industry, taking jobs away from U.S. workers in clothing, electronics, and other assembly types of employment. And who encouraged these companies to build plants outside the U.S.? The U.S. Congress allowed the assembled goods to avoid customs duties (import taxes) with two well-known tariff schedules: 806.30 and 807.00. I'm working for the repeal of these two pieces of legislation, which allow $15 million worth of imported semi-finished goods from twenty-three countries, including Mexico, to avoid customs duties. In 1981, 6% of all U.S. imports were brought in under these schedules, and each year the percentage rises. The AFL-CIO union leaders have been trying to repeal these laws since 1969.

Other problems are created when this industry -- also called "off-shore" or "in-bond" industry -- attracts the unemployed from all over Mexico to the border region. Since 50 people apply for every one job in the assembly plants, what do the rest do? They cross the border as undocumented workers. Men, in general, are not hired by the plants, and so unemployment among the men in northern Mexico continues. Migration continues, especially illegal migration, since one hour's wage in the United States equals about one day's wage in Mexico.

Who do you think would have this viewpoint? _____

Occupation _____ Nationality _____

(over)

Summarize the arguments this person makes:

1. _____

2. _____

3. _____

What is the major conclusion? _____

_____

SUGGESTED RESPONSES

4A

Who do you think would have this viewpoint? Mitchell Johnson

Occupation Economist, univ. prof. **Nationality** U.S.

Summarize the arguments this person makes:

1. The B.I.P. was intended to provide employment in Mexico
2. Mexico benefits from increased foreign exchange earnings
3. The U.S. benefits because production costs are lower and profits higher

What is the major conclusion? Assembly industry benefits both countries

4B

Who do you think would have this viewpoint? John McIntosh

Occupation U.S. manufacturer **Nationality** U.S.

Summarize the arguments this person makes:

1. Investment in assembly plants in Mexico increases profits
2. Consumer prices are lower for goods assembled in Mexico
3. The assembly plants benefit the Mexican economy

What is the major conclusion Assembly industry increases profits and reduces consumer prices

4C

Who do you think would have this viewpoint Gerry Jackson

Occupation Mayor of El Paso, Texas **Nationality** U.S.

Summarize the arguments this person makes:

1. There are many cultural and educational benefits for those locating in El Paso
2. New buildings, roads, bond issues and trade zones encourage industrial growth
3. Both business community and city government work together to improve industry

What is the major conclusion? El Paso offers incentives and advantages to firms which locate there

4D

Who do you think would have this viewpoint? Elena Rubio

Occupation maquiladora worker **Nationality** Mexican

Summarize the arguments this person makes:

1. The assembly plant provides job and income
2. Since the peso devaluation, wages buy less and less
3. Elena shares her income with her mother and hopes to buy U.S.-made goods

What is the major conclusion? Although she works long hours for little money, Elena earns enough to support herself and her mother

4E

Who do you think would have this viewpoint? Miguel Alvarez

Occupation university professor **Nationality** Mexican

Summarize the arguments this person makes:

1. Mexico's economy is already too dependent upon the U.S.
2. The assembly plants are isolated from the Mexican economy
3. The women workers make low wages and work long hours

What is the major conclusion? Assembly plants harm the Mexican economy and increase dependence

4F

Who do you think would have this viewpoint? Licenciado José Navarro

Occupation Mayor of Ciudad Juárez **Nationality** Mexican

Summarize the arguments this person makes:

1. Assembly plants bring wages to the area and improve the flow of goods and services
2. Assembly employment tries to limit emigration from Mexico
3. Low cost labor keeps production costs down

What is the major conclusion? Further "twin plant" growth is good for the economy of Ciudad Juárez

4G

Who do you think would have this viewpoint? Ramón Martínez Smith

Occupation union representative **Nationality** U.S.

Summarize the arguments this person makes:

1. Goods assembled outside the U.S. take jobs away from U.S. citizens
2. Migration to the U.S. increases when Mexican males cannot find jobs in maquiladoras
3. Illegal migration will continue as long as wages are so high in the U.S.

What is the major conclusion? Organized labor in the U.S. opposes off-shore production because it takes jobs away from U.S. citizens

"CONFUSION ON THE BORDER"

A Dramatic Reading

NARRATOR: In 1982, Mexico's economy was paralyzed. The oil "boom" of the 1970s had led the rapid economic growth. Inflation rose from 28% in January to an annual rate of 60% by June.

MEXICO'S SPEAKER: Mexico had borrowed heavily since the profit from oil revenues was expected to repay large loans. Yet in 1982, the public foreign debt jumped to $55 billion, and the prices of oil reserves needed to repay the debt dropped by one third. The government needed to stop the flow of money out of Mexico and make the purchase of Mexican exports more desirable for other nations in order to build up its money supply.

U.S. SPEAKER: For years, Americans had found Mexico a good investment, because dollars would earn 15% interest. Yet on August 12, 1982, the Mexican government changed the rules. All dollar accounts became peso accounts at a low exchange rate of $.50 on the dollar. Banks were nationalized, and 70 pesos now purchased one dollar, once equal to 25 pesos.

NARRATOR: On the local level, the impact of the peso devaluation would drastically change lifestyles and conditions on both sides of the border.

MEXICO'S SPEAKER: For years, we in Mexico lived in a dollar economy. We were able to have charge accounts in U.S. department stores and were able to cross over to buy American goods. To prevent this, policies were made so that many of the items we used to buy in the U.S., artículos ganchos, were imported into Mexico to "hook" our pesos into staying in Mexico.

NARRATOR: Yet, after devaluation the purchasing power of Mexican consumers had been cut in half. Prices on U.S. goods were twice as much as they had to spend once their wages were translated into pesos.

JAIME OCHOA: That's right! In my Texas clothing store, I used to sell $27,000 worth of clothes in one night's "Moonlight Sale" to Mexicans who paid

in pesos. Now I'm trying to find business. I even go to funerals, hoping that someday the family will give me their business.

NARRATOR: Ochoa's plight is an example of how the plunge in the value of the peso against the dollar turned U.S. border towns, such as Brownsville, El Paso, Nogales, and Tijuana topsy-turvy.

U.S. SPEAKER: In cities on the U.S. side of the border, which in recent years had become hugely dependent on Mexican trade and sales taxes, merchants were suffering.

MEXICO'S SPEAKER: Meanwhile, in a swift turnabout, retailers and grocers on the Mexican side of the border found their shelves stripped by Americans.

NARRATOR: On Friday, Ron Jones decided, for the first time, to do his grocery shopping on the Mexican side of the border. He drove his wife and three children across the border to the Calimex supermarket.

JONES: All the radios were saying that prices were 70% less there. I was puzzled by the conversion of pesos into dollars but pleased with the prices. I had a cart full of groceries for a fraction of the price I would have had in the U.S.

MEXICO'S SPEAKER: But for Mexican families, devaluation had meant hardship: high prices on imported goods and panic buying of some locally produced items for fear the stores might run out.

NAVARRO: For those brave enough to speculate in currency, the chaotic state of the peso could mean instant enrichment or loss. Playing the game was kind of risky. You could do it, all right, but you did it at your own risk. For example, an American who placed $100,000 in pesos in a Mexican bank for certificate of deposit before the 1982 devaluation (a popular practice by Americans who attempted to avoid U.S. taxes and took advantage of Mexican banks' high interest rates) now would have only $70,000 worth of pesos.

MEXICO'S SPEAKER: A Mexican, meanwhile, who changed $100,000 worth of pesos and placed them in a U.S. bank dollar account, would have found his buying power in Mexico increased by 30% overnight.

U.S. SPEAKER: Some predicted that this kind of risk-taking would result for the first time in recent history in the development of a large, active black market for dollars in Mexico.

HERRERA: The impact of the devaluation was deep and wide. It brought illegal transactions. It made criminals out of otherwise honest people.

NARRATOR: After the Mexican Central Bank ordered all dollar exchanges halted Thursday, things were in a state of confusion at the U.S. banks. Callers from Mexico were frantically checking on the status of their dollar accounts. Americans were calling to find out about their deposits in Mexican accounts. Local merchants were calling to ask if they should accept pesos, and if so, at what rate.

NAVARRO: I told them not to accept any more pesos. Stores in Texas that once displayed signs saying "Aceptamos Pesos" (We Accept Pesos) to lure Mexican customers were not accepting any Mexican currency at all Friday. Other stores were accepting pesos but reluctantly.

OCHOA: No way could we stop doing that. That was our bread and butter.

MEXICO'S SPEAKER: As usual, the ones who suffered most during such episodes were the poor, particularly those in Mexico who were paid in pesos.

GOMEZ: I lived across the Rio Grande. As a cab driver, 48 years old, who made about $133 a month, I could afford meat and chicken three or four nights a week for my family of 10 before the devaluation. After, we could only have meat one day a week and none of my children (the oldest of whom is 20) could find work. My family had beans and soup almost every night, because enough chicken or meat for one meal cost me an entire day's wage.

LOPEZ: Although this situation was difficult and there was short supply of oil, soap, and sugar, it was not a crisis. Nine managers of the city's major supermarkets and I met with officials that Thursday to ask that distribution of food be made a priority. We were told "not to worry." We had enough commodities for Americans and Mexican citizens. Mexican residents could buy what they needed, and if the Mexican poor people didn't have enough money to buy tortillas, that was their problem.

GOMEZ: When I tried to purchase articles that my family needed, I had to use more and more pesos to buy goods whose prices were pegged to dollar prices. I stopped going across the border to the United States, and I only shopped for government subsidized goods -- corn meal, sugar, milk, beans -- when I could afford them. I was luckier that many, though, since I had my taxi and could work. What about those who were unemployed?

MEXICO'S SPEAKER: Even though the dollars could buy more pesos, tourists didn't come. They were scared off by horror stories about tourists being searched for dollars by Mexican customs officials.

JONES: There were tough border check stations, which discouraged U.S. tourists and shoppers. We didn't know how much money we could take into the country.

MEXICO'S SPEAKER: After the initial shopping spree on sugar and flour, business slowed down. Police in Mexico started passing out a list of 21 restricted items, including tortillas and rice, that couldn't be taken back to the United States.

U.S. SPEAKER: So who benefitted? In the assembly plants owned by General Motors, Ford, Johnson & Johnson, Mattel, and General Electric, 130,000 Mexican workers were paid more than $12 billion. Wages paid in pesos dropped under one dollar after the devaluation. Even though U.S. labor unions called these assembly plants "runaway plants," which threatened jobs in the United States, labor costs to manufacturers were cut by 1/3 to 1/2. Assembly work places Mexico in competition with Hong Kong, Taiwan, Haiti, and the Philippines for labor-intensive industry.

MEXICO'S SPEAKER: Yes, you in the United States depend upon us -- you can't live as comfortably without us.

PEOPLE AND STATEMENTS ARE FICTITIOUS AND BASED UPON NEWS ARTICLES AND INTERVIEWS FROM ISLA (INFORMATION SERVICE ON LATIN AMERICA), 464-19TH STREET, OAKLAND, CALIFORNIA 94612. (415) 835-0678.

Handout 6

IMPACT OF ECONOMIC CRISIS GRID

How did the August, 1982 peso devaluation affect:	In Mexico	In the United States
MERCHANTS (Owners of clothing stores and food markets)		
INVESTORS (Individuals or companies who deposited money in banks or invested money in industry)		
BANKERS		
FAMILIES		

SUGGESTED RESPONSES

IMPACT OF ECONOMIC CRISIS GRID

How did the August, 1982 peso devaluation affect:	In Mexico	In the United States
MERCHANTS (Owners of clothing stores and food markets)	Shoppers from Mexico and the U.S. bought large quantities of meat, sugar, flour. This meant shortages and restricted items. Mexican consumers faced high-priced imports.	Stores which used to depend upon purchases by Mexican consumers had no business and were trying to encourage consumers to buy. Yet they were not certain whether to accept pesos for purchases.
INVESTORS (Individuals or companies who deposited money in banks or invested money in industry)	U.S. investors who deposited in Mexican banks before the crisis lost almost one third of their money. Large manufacturers gained due to lower wages after the devaluation.	Mexicans who invested in U.S. banks increased their investment by 30% overnight.
BANKERS	Confusion resulted in phone calls from U.S. investors and local merchants. No one knew the value of the pesos. Finally all dollar exchanges were halted.	Since Mexican purchasing power had been cut in half, the amount of investment and purchases from Mexican consumers in U.S. markets declined drastically.
FAMILIES	Some tried to take advantage of bargains on certain items, yet soon a restricted list of items was circulated to prevent hoarding.	Families could not afford meat, eggs. Only government-subsidized items could be purchased. Families could no longer afford any U.S. imports.

RECOMMENDED READINGS

BOOKS

Butterworth, Douglas and John Chance. Latin American Urbanization. Cambridge, 1981. pp. 175-197.

Fernandez-Kelly, Maria Patricia. For We Are Sold: Women and Industry in Mexico's Frontier. Albany: State University of New York, 1983.

Heilbroner, Robert and Lester Thurow. Economics Explained. New York: Prentice-Hall, 1982. pp. 220-229.

Reynolds, Clark and Carlos Tello, eds. U.S.-Mexico Economic Relations: Economic and Social Aspects. Stanford University, 1983.

Smith, Peter H. Mexico: The Quest for a U.S. Policy. Foreign Policy Association. Washington, D.C., 1980.

ARTICLES

Grunwald, Joseph. "Restructuring Industry Offshore: The U.S.-Mexico Connection," The Brookings Review, Spring 1983. pp. 24-27.

Hayes, Thomas C. "Peso Cuts Aid Plants at the Border," New York Times, September 20, 1982.

Mack, Toni and Jessica Greenbaum. "Constructive Criticism," Forbes Magazine, May 23, 1983.

Riding, Alan, "Taming Mexico's Passion for More," New York Times, September 12, 1982.

Tempest, Rone and Lani Jones, "Devaluation Causes Confusion on the Border," Los Angeles Times, August 14, 1982.

"Twin Plants: Do They Create Jobs or Take Them Away?" Christian Science Monitor, December 7, 1982.

FILMS

La Frontera, 30 min., 16 mm
Hudson River Productions, 1982
P.O. Box 305
Franklin Lakes, New Jersey 07417
(201) 891-8240

The Trail North, 30 min., VHS
Cine West
655 Fourth Street, Suite 36
San Diego, California 92101
(619) 238-0066

CURRICULUM MATERIALS ON INTERDEPENDENCE

King, David C. America in the World. "Global Companies Come to Mexicali" (unit 3), Intercom 80/ Global Perspectives in Education, 1976. pp. 20-26.

Koranski, Bruce, ed. Teaching About the Consumer and the Global Marketplace. Center for Teaching International Relations, University of Denver, 1981. pp. 65-75.

Johnson, Jacquelyn and John Benegar. Global Issues in the Intermediate Classroom, Grades 5-8. Social Science Education Consortium, Global Perspectives in Education, 1981. pp. 21-45.

Switzer, Kenneth A. and Paul T. Mulloy. Global Issues: Activities and Resources for the High School Teacher. Social International Relations, 1979. pp. 15-26.

Switzer, Kenneth and Charlotte A. Redden. Teaching About Diversity: Latin America. Center for Teaching International Relations, University of Denver, 1978. pp. 45-61.

Films

La Frontera. 16 mm, 29 minutes. Filmmaker: Victoria Schulz. Hudson River Productions, 1982.

This film is available from the SPICE/Latin America Project for a nominal charge for repair and handling ($10.00/reel plus $10.00 handling and postage if mailed).

Interviews on both sides of the U.S.-Mexico Border provide multiple images and perspectives on the nature of border culture and the issues which confront border residents: migration, employment, history, family life, and tourism. The film presents the confrontation of two cultures: Anglo-American and Latin American. It makes the point that along the 1,000 mile U.S.-Mexican border, an industrialized nation confronts the poverty of a developing nation. The border is more than a division; it is a way of life.

A film guide is also available from the SPICE/Latin America Project to accompany the film.

The Trail North. VHS videotape, 29 min. Filmmaker: Philip Espinosa, Cine West, 655 Fourth Avenue, Suite 36, San Diego, California 92101.

This is a story of a trip from Baja, California north taken by a father, Dr. Robert Alvarez, and his son. Their journey recreates the family ties with Mexico for both the father and son.

CURRICULUM UNIT EVALUATION FORM

School District: _____

1. Subjects you teach: _____

2. Grade levels: _____

3. Years of teaching experience: _____

4. Title of unit: _____

5. Author(s): _____

6. How did you come across this unit?:

purchased it____ from_____
borrowed it ____ from_____
was given to me____ from_____

7. What subject did you use the unit for?: _____

8. What grade level did you use the unit for?: _____

9. How much of the unit did you use?:
a) all of it_____
b) one lesson _____
c) two lessons _____
d) three lessons _____
e) four lessons _____
f) five lessons _____
g) none of it _____

10. Indicate how you used the materials in classroom teaching (check all that apply). Please also indicate how you will use the materials in the future.

Use of Educational Materials	I have used the materials	I will use the materials
not at all	_____	_____
during class lesson	_____	_____
for special projects	_____	_____
for classroom display	_____	_____
as classroom reference	_____	_____
for own background	_____	_____
for homework assignments	_____	_____
for inservice workshops	_____	_____
other	_____	_____

11. What, if any, textbook did you use with this unit: _____

_____

12. Did you encounter any problems in using the unit with your textbook?

____yes ____no

13. Explain:_____
_____
_____
_____

14. If you did not use the material, why not? (check all that apply).

a) not covering this topic in class _____
b) not enough time to incorporate _____
c) inappropriate for my class(es) _____
d) didn't like the type of activities _____
e) didn't like the content of the lessons _____
f) other (be specific) _____

15. If you checked **b,c,d,e,**or **f** please explain:_____
_____
_____
_____

16. If you used one or more of the activities, did you:

a) follow the procedures? _____
b) adapt activities moderately? _____
c) adapt activities significantly? _____

17. If you chose **b** or **c** please explain:_____
_____
_____
_____

18. How clear were the following (rank from **1 = very clear to 5 = very unclear**)?

Procedures _____
Handouts _____
Answer Sheets _____
Directions for students _____

19. Rank the following parts from **1 = most useful to 5 = least useful.**

	Useful to you personally	Useful to your class
Introduction		
Glossary		
Lesson 1		
Lesson 2		
Lesson 3		
Lesson 4		
Lesson 5		
Visual aids		
Suggested readings		

20. How appropriate were the following? **(rank from 1 = very appropriate to 5 = very inappropriate)**

		Comments:
Suggested grade level	____	
Suggested time for activities	____	
Content of the activities	____	
Overall objectives	____	
Evaluations	____	
Definitions of words	____	

21. What part of the unit did you like the best? Why?_____

22. What part of the unit did you like the least? Why?_____